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AUTHOR Greenwood, Katy; And Others
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ABSTRACT

This two-part report describes various strategies for involving the private sector in job training programs and summarizes a study conducted with prime sponsors of Comprehensive Employment and Training Act (CETA) programs in Texas. Included in a discussion of involving the private sector in job training programs are the following topics: the new mandate for private sector involvement; the benefits of business/industry involvement in job training; the purpose of private sector involvement; barriers to private sector involvement in job training; components of success (definition of goals, promotion and management, involvement, cost); and strategies for collaboration (the vocational education and CETA delivery systems). A bibliography for private sector involvement in job training is also provided. Summarized next are the results of a survey completed by a total of 24 CETA prime sponsors and Balance of State program contractors in the state of Texas in order to determine the extent of private sector involvement in job training programs and employment generating services. The questionnaire is included along with an item-by-item tabulation of responses to it. (Other Education for Work Linkage Project reports are available separately--see note.) (MN)

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STRATEGIES FOR INVOLVING
THE PRIVATE SECTOR
IN JOB TRAINING PROGRAMS

By
Katy Greenwood
Project Director

John Skinkle
Eric Larson
Project Staff

The Education-for-Work Linkage Project
Texas Engineering Experiment Station
and Texas A&M University
College Station, Texas

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PREFACE

The Education-for-Work Linkage Project, sponsored by the Texas Department of Community Affairs, in cooperation with Texas Engineering Experiment Station and Texas A&M University, College of Education, has an overall goal of studying and strengthening potential and actual linkages between the various job training systems in Texas, as well as between job training systems and the private sector. Four purposes underlie all products of the project:

1. Develop a statewide information base for vocational education services provided in Texas;
2. Create an information exchange network for program delivery agents;
3. Provide technical assistance and training to persons involved in vocational education services;
4. Provide policy research and program evaluation documents focusing on critical issues and concerns of the vocational education community.

The report in this document describes various strategies for involving the private sector in job training programs. Attention is focused on the history, benefits, barriers, and specific strategies associated with collaborative efforts drawing on the expertise and support of the private sector. The report also includes the summary of a survey conducted with prime sponsors and Balance of State program contractors in Texas.

It is expected that the report will afford a broader perspective of specific operational activities which might be initiated in an attempt to encourage a greater interest in, and responsiveness to, a strong working relationship between the business/industry community and the institutions/

organizations/agencies responsible for job training in Texas. It is also hoped that the report will have a subsequent impact--an improved delivery of education-for-work programs for the citizens of Texas--with the actual implementation of one or more of the strategies outlined in this report.

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Katy Greenwood, Ph.D.
Project Director
Education-for-Work Linkage Project

TABLE OF CONTENTS

	Page
Preface	iii
Acknowledgements	v
PART I: THE NEW MANDATE: INVOLVING THE PRIVATE SECTOR IN JOB TRAINING PROGRAMS	1
The New Mandate for Private Sector Involvement	2
Old Wine in New Bottles	3
Purpose of This Report	6
The Benefits of Business/Industry Involvement in Job Training	7
For Society	7
For the Private Sector	8
For the Job Training System	9
For Individuals	10
The Purpose of Private Sector Involvement	11
Barriers to Private Sector Involvement in Job Training ...	12
Components of Success	13
Definition of Goals and Objectives	14
Promotion and Management of the Private Sector Involvement	15
Cost to the Private Sector	15
Private Sector Involvement in Job Training: Strategies for Collaboration	16
Vocational Education Delivery System	17
The CETA Delivery System	20
Selected Bibliography for Private Sector Involvement in Job Training	23
PART II: SURVEY OF PRIME SPONSORS AND BALANCE OF STATE PROGRAM CONTRACTORS	28

	Page
Survey of Prime Sponsors and Balance of State Program Contractors	29
Summary of Responses - Job Training Programs	29
Summary of Responses - Employment Generating Services	30
Summary of Responses from Prime Sponsors and Balance of State Program Contractors	33
Summary of Responses from Prime Sponsors	37
Summary of Responses from Balance of State Program Contractors	41

PART I

THE NEW MANDATE:
INVOLVING THE PRIVATE SECTOR
IN JOB TRAINING PROGRAMS

THE NEW MANDATE FOR PRIVATE SECTOR INVOLVEMENT

There is a new mandate for job training and employment programs for the 1980s. The message from both federal and state legislators is strong and clear: credibility of publicly funded job training programs can be maintained only if there is a noticeable involvement by and subsequent benefit to the private sector. The American economy is undergoing massive revitalization; expenditures for public service employment are being shifted toward employment that is clearly more in line with private sector interests.

This mandate was foreshadowed as a growing trend long before the election of Ronald Reagan as President; the trend was "played out" in state-level demonstrations--Proposition 13 in California. Decreases in public service budgeting are now underway in many other states. Under the Reagan administration, the trend at the federal level toward budget shifts which emphasize private sector renewal will clearly and swiftly shift federal expenditures away from financing public service activities that are viewed as the responsibility of states, cities, and counties. Presently, the national agenda is to identify strategies that will enable and stimulate business and industry to take whatever steps will make them more productive and cost efficient. Thus, job training during the 1980s, and perhaps the 1990s, will be viewed in terms of how it can be linked to and benefit the private sector needs for increasing productivity and profit-making. Job training administrators and planners can best be responsive to this new emphasis and mandate by involving the private sector in planning, implementing and evaluating programs.

OLD WINE IN NEW BOTTLES

This "new" mandate and "new" emphasis on private sector involvement, however, is not in reality a new idea. Employment and training programs have periodically shifted their emphasis between the public and the private economic sectors. Since the beginning of publicly funded job training, there have been various degrees of emphasis on the private sector involvement in job training programs.

When the quest for job training as a public responsibility began to accelerate in this country around 1900, the first promoters and designers of job training programs were from business and industry. In 1906, the membership roster of the National Society for the Promotion of Industrial Education included many prominent members of business and industry; they were, in fact, the driving force behind passage of the Smith-Hughes Act in 1917. The legislation provided for federal support of Vocational Education as an integral part of the public school program offerings. At the height of this grassroots movement to reform the public schools, the National Association of Manufacturers was a prominent voice in justifying and urging that job training programs be incorporated within the public school structure. It was not by coincidence that those first programs which were implemented under the 1917 legislation were under the auspices of a Federal Board for Vocational Education made up of business and industry representatives, as well as labor and agricultural representatives.

Throughout the evolution and development of job training programs during the twentieth century, there have been various degrees of private sector emphasis. During the economic depression of the 1930s, private sector involvement was de-emphasized as the federal government created and initiated the New Deal; the unemployed were provided jobs through public service employment such as the Civilian Conservation Corps (CCC). During the 1930s, President Franklin Roosevelt was less concerned about private sector involvement in job training than he was in quickly creating a mechanism to lessen the pressure upon the private sector to accommodate the masses of unemployed and poverty-stricken people needing jobs.

Private sector involvement in job training again was accelerated, following World War II, with tacit agreements among business and industry to employ the newly retrained veterans on a preferential basis. Other collaborations at the time were indicative of a renewed private/public partnership throughout the growth period of the 1950s.

During the 1960s, job training programs were viewed by Presidents John Kennedy and Lyndon Johnson as the means of creating social mobility for people rather than just a governmental technique for impacting economic growth. This perception seemed to receive continuing support of the Congress during the 1970s. As a consequence, the character of private sector involvement in an advisory role was no greater than that of the many other diverse groups which represented minority and equality concerns. Emphasis at the time was on restructuring social class lines; public service employment was seen as a rapid way of creating new and

alternative strategies for economic and social mobility for the impoverished and disadvantaged populations. Avenues for private sector involvement, such as advisory councils for job training programs, began to assume an appearance of democratic representation for special interest groups. This was contrary to the emphasis on the interests of the private sector that had typified the earlier job training programs and their advisory groups.

However, during the early 1980s, the focus of attention has come full circle; there are very definite "echoes of the past". Once again, the private sector will have substantial influence on, and involvement with, job training programs. Currently, one of the unanswered questions is: Will the new emphasis overshadow, and perhaps give imbalance to, the special interests of groups who represent the minority, the disadvantaged, and the handicapped populations? Criticisms of early vocational education programs (1917-1935) reflected the feelings that job training programs too closely aligned with business interests were not always in the best interests of people.

Labor, particularly prior to the passage of the Smith-Hughes Act of 1917, urged that job training programs not be totally dominated by business/industry interests. Labor leaders feared that children of the wage-earner would be exploited by an excessive influence of employers. There was concern that individual needs would be forgotten amid profit motives. These concerns are likely to surface again during the 1980s as more and more emphasis is placed on private sector involvement with-

out the concomitant discussions of individual needs. Concerns will also be raised about the limits of employer autonomy and power in planning job training programs.

Therefore, a clear direction for the future and well-conceived policy positions are imperative for planning and implementing job training programs in the face of modern economic and societal needs-- particularly as strategies are defined for private sector involvement with publicly funded vocational training programs. Two critical questions to be addressed by policy makers in the immediate future are: What is the nature of a healthy partnership? What are the identifiable characteristics of an imbalanced and unhealthy involvement of the private sector?

PURPOSE OF THIS REPORT

This report presents information about the various strategies that have been used to involve the private sector in job training programs, particularly in relation to P.L. 95-524, the Comprehensive Employment and Training Act (CETA), and P.L. 94-482, the Education Amendments of 1976. Agents for both of these systems--prime sponsors and vocational education administrators--have been legislatively required at the state and local levels to involve the private sector in the delivery of their programs. In Part I of this report, specific attention has been focused on benefits, purposes, barriers, components of success, and strategies associated with a private sector collaboration in job training. A bibliography of resources on private sector involvement in job training has

also been included. Part II of the report presents results of a survey administered to CETA prime sponsors with the intent to determine the current extent of private sector involvement in job training programs in Texas.

THE BENEFITS OF BUSINESS/INDUSTRY INVOLVEMENT IN JOB TRAINING

Apart from economic crises and political preferences regarding private sector involvement in job training, there are multiple advantages to job training/private sector partnerships that remain constant over time. Such a relationship results in mutually satisfactory benefits to the society, the private sector, the job training systems, and the individuals enrolled in occupational training programs. The benefits are both direct and indirect, and perhaps will be of a long-term nature rather than immediate. For instance, private sector involvement in improving training programs can have a direct effect on the quality of instruction, but this activity may also have a subsequent and later impact on (1) increasing productivity, which benefits society, and (2) producing better trained employees. Both long-term results are compatible with purposes of the private sector.

For Society

Private sector involvement in job training which emphasizes program expansion and improvement will be successful to the extent that people participating in these programs can develop the basic skills, specific

occupational competencies, and desirable work habits and attitudes necessary for productive employment. Under these conditions, business and industry can expect increased productivity from the workforce. In turn, the entire society benefits from improved economic conditions.

For the Private Sector

Benefits for the private sector accrued from an involvement in job training programs may be realized in several ways. In general, the private sector representative realizes that if potential workers are not prepared in ways that will be in harmony with actual work sites and demands, the private sector will have a costly waste in human resources. Under such circumstances, the private sector will either need to expend resources for additional training, or assume the burdens of unnecessary inefficiency. Specifically, on a local basis, private sector involvement provides the business and industry representatives an opportunity to help organize and plan job training programs that will be of direct benefit to the employers in the vicinity.

Such an involvement permits the employer to plan for future expansion, especially when the capacity of the local training systems to provide human resources with the required occupational competencies is better known. Not the least of the many benefits to the private sector employer is the realization and broadened awareness of the problems inherent to preparing workers for high-risk occupations and the nature of the problems for society if such potential employees are not given assistance and adequately trained to be productive workers. Involve-

ment of private sector representatives is also bound to provide more insights into the multiple and complex factors that are associated with preparing a nation's work force. A close association with job training programs will provide employers a better vision of how they might be of assistance and prepare them to plan for more flexibility in order to meet the needs of employees within the workplace itself.

S. M. Burt, in his book *Strengthening Volunteer Industry Service to Public Education: A Basic Manual for School Administrators and Business Executives*, indicated several benefits for the private sector when involved in job training programs. It was noted that business and industry personnel, in addition to the real benefits traceable to their own places of business, enjoyed personal feelings of a positive nature when assisting public job training programs. Being able to help youth and perform a civic responsibility were personally important to business leaders; they felt they gained personal prestige in a philanthropic and altruistic sense.

For the Job Training System

Private sector involvement can effectively increase the visibility and credibility of occupational programs by emphasizing instruction that is relevant and in keeping with employer needs. Benefits specific to developing the curriculum, preparing occupational instructors, establishing standards of program quality, and administering placement services will all be derived by the job training system. A partnership with the private sector will also lead to broad-based support from the business

community in the form of equipment, use of facilities, use of part-time instructors, and contacts for both instructors and students to participate in activities such as internships to learn various aspects and techniques of a particular job. Furthermore, Burt, in the text cited above, suggested that private sector involvement has precise and measurable benefits to the training organization. It has resulted in higher quality instruction with the concomitant outcome of more qualified manpower, conserved tax monies, provided a more credible public image, and enhanced the growth and development of the community when such collaboration occurred.

For Individuals

A planned relationship between education and the private sector will also result in benefits for individual program participants. Representatives of business and industry can provide important insights regarding training activities to improve an individual's motivation, occupational readiness, and knowledge of the current job market when preparing for entry-level employment or upgrading/retraining activities. Employer input regarding current demand for specific skills can enhance the potential employee's awareness of the realities of certain occupations. Private sector involvement provides a realistic component to individuals who are undertaking training. It gives a credibility to the training that could not be realized any other way. Not the least important is the actual contacts that private sector representatives provide for potential employees.

THE PURPOSE OF PRIVATE SECTOR INVOLVEMENT

In general, the purpose of private sector involvement has been concerned with keeping job training programs relevant and practical. Without verification from the actual markets of employment, it would be difficult for job training administrators to plan and implement training programs that would be cost efficient and appropriate for their clientele. The overall intent of any serious job training endeavor is to provide meaningful and lasting training that will have payoff benefits to the program participants and to the society.

Aside from general purposes, the partnership between the private sector and job training programs will be specific to the kind of collaboration that is defined and developed locally. The administrators of particular job training programs must encourage involvement of private sector representatives based on the needs, interests and commitments of all participating parties. Program planning may be a critical area that needs special attention; or at another time, developing and updating competency-based, individualized curriculum materials may be a priority activity which would be strengthened by private sector involvement. In a third instance, efforts might be focused on private sector participation in the planning and implementation of pre-apprenticeship and apprenticeship training programs. Under the various circumstances and specific needs for private sector involvement, roles and responsibilities for achieving goals and objectives will be differentiated on the basis of the common and agreed intent to encourage specific types of collaborative participation.

Local and regional institutions, agencies, and groups which are responsible for job training will have different needs which the private sector may fulfill. In each locale and region, there will be various kinds of expertise available from the private sector. The matching of institutional and agency needs to those available from the private sector is dependent on the willingness of both program administrators and private sector representatives to design a plan that optimizes private sector involvement. Program administrators must clarify and communicate specific purposes for this potential involvement; both innovation and a spirit of cooperation at the local level will be critical to the success of these endeavors.

BARRIERS TO PRIVATE SECTOR INVOLVEMENT IN JOB TRAINING

It would be impossible to generate an exhaustive list of specific barriers to private sector involvement in job training. Each individual attempt at the local and state level to affect a close working relationship is susceptible to its own unique problem(s). The particular socioeconomic environment, persons involved, and the goals of a job training program may individually or collectively result in barriers to cooperation.

On the other hand, there will be some commonalities among the problems. Hopefully, identifying "common" circumstances which have prevented, or at least hindered, private sector collaboration will enable those who are administering job training programs, and private sector representatives, to develop ways of coping with the barriers. In an article titled

"Toward a Contingency Model for Designing Interorganization Service Delivery Systems," which appeared in the Spring 1977 issue of *Organization and Administration*, D. A. Whetten suggests that if coordination poses a threat to the autonomy of the training organization, there will be a reluctance to solicit private sector involvement. More specific to the private sector involvement in job training, it is probable that an organization or institution will not enter into a cooperative relationship unless there is an assurance that autonomy of training institutions will not be threatened, or that there will be compensatory returns for the autonomy which is surrendered.

In addition, Whetten also hypothesized that a lack of domain consensus between the organizations/institutions will likely preclude the desired collaboration. In this instance, domain consensus is defined as a combination of agreement on (1) the clientele to be served; (2) the types of services to be provided; and (3) the manner -- or process -- by which the services will be delivered. Again, in the case of private sector involvement in job training, the implication is that there must be consensus on who is to receive training/services, what type(s) of training/services will be provided, and how training/services will be delivered.

COMPONENTS OF SUCCESS

To achieve the desired involvement of the private sector in job training, it is necessary for the cooperating parties to focus attention

on basic aspects of the partnership which increase the probability of a mutually beneficial and satisfying relationship. Therefore, it is desirable to expend the necessary effort to ensure that the groups involved have clearly defined the goals and objectives of private sector involvement, established an adequate system and structure to promote and manage the collaborative arrangement(s), developed an effective communication network, and determined the costs to the private sector representatives and job training programs involved. By addressing these particular factors, the success of the private sector involvement may not be guaranteed, but it is certainly more likely to be achieved.

Definition of Goals and Objectives

Attempting to develop effective relationships between the private sector and job training programs requires that major concerns of organizations/institutions and individuals be sufficiently resolved. By clarifying why the private sector should be involved with job training programs, what the private sector can do (or provide) for these programs, and how those roles and responsibilities are to be assumed by the parties involved, it should be possible to state the goals and objectives to be achieved through such a partnership. Only after there is clear intent and direction will the business and industry representatives, as well as job training representatives, be able to commit themselves and those they represent to any cooperative agreement.

Promotion and Management of the Private Sector Involvement

The success of linkages between the private sector and job training programs also depends on administrative effectiveness. In the April 1980 issue of *The Canadian Administrator*, E. W. Ratsoy, in an article titled "Environments, Linkages and Policy Making in Educational Organizations," noted that linkages with education [training] programs are significantly affected by organizational effectiveness or policy implementation effectiveness. This being the case, it is desirable for the administration involved to closely monitor internal operations as well as the actual interface between the private sector and the job training programs. For instance, it is necessary for the administration to actively promote the type and extent of private sector involvement among students and instructional staff.

Cost to the Private Sector

Finally, it will be imperative to "negotiate" and specify the costs of private sector involvement in terms of fiscal resources and autonomy. These costs must be determined for all parties involved. For instance, to clarify the cost of organizational autonomy for each of the parties, it is necessary to consider (1) the local, state, and federal bureaucracies involved, (2) the regulations which must be followed, and (3) the paperwork which will have to be completed. To determine the amount of fiscal resources needed, decisions will have to be made concerning the desirability of accessing "outside" funding and the types of activities which are being promoted. In the former case, the bureaucratic "problems"

noted above will likely be the deciding factors. In the latter instance, the extent of participation and involvement in certain activities will depend on the availability of funds from business and industry.

However, private sector involvement, depending on specific activities, does not necessarily require a large expenditure of funds. It may be that the goals and objectives for the private sector participation can be achieved by the expenditure of staff time, the use of equipment, various forms of technical assistance, and support for other low cost items such as occasional transportation within the immediate vicinity of the job training program. If larger amounts of money are available, financial assistance might be provided to the job training program in the form of special grants for experimental activities, full- and part-time work for participants in the occupation programs, internships, scholarships, equipment purchases, and a myriad of other activities and items. But, given this type of financial support, administrators of the job training programs and the representative(s) of the private sector would have to set priorities for the expenditure of funds.

PRIVATE SECTOR INVOLVEMENT IN JOB TRAINING: STRATEGIES FOR COLLABORATION

Strategies for involving the private sector in job training are based on the needs of given institutions, specific programs, and the nature of the clientele to be served. The intent of the plan is to

specify and ultimately provide certain resources and/or services. Consequently, strategies used will be unique because of differing goals and objectives, variable organizational structures, and individuals with wide ranges of interpersonal skills and professional capabilities.

However, even though there are innumerable strategies which might be used in different situations, it is feasible to review the specific strategies that seem to be used currently by both the CETA and Vocational Education delivery systems. In both of these systems, it should be noted that representatives of the private sector are expected to participate in more than an advisory capacity. They are expected to make a commitment and assume responsibility for the completion of planned activities leading to job training for the clientele.

Vocational Education Delivery System

Within P.L. 94-482, local vocational education administrators are required to plan private sector involvement in the form of a local advisory committee. In addition, there is encouragement to seek input from business and industry personnel for each of the vocational programs offered. In general, four broad strategies seem to surface with respect to the involvement of business and industry personnel. These include utilizing the representative in relation to the job training program(s) as: (1) advisor; (2) facilitator; (3) consultant; and (4) benefactor. Vocational program administrators typically initiate contact with representatives of business and industry for the following reasons:

1. Seeking Assistance in Program Planning

When representatives of the private sector assist in program planning, they might generally be used as advisors. Rather than actually formulating the course and direction of the job training program(s), they influence goal setting and the focus of effort by being involved with:

- A. Advisory council/committee activities
- B. Reviewing information from the State Education Agency, State Occupational Information Coordinating Committee, and significant others
- C. Preparing recommendations for school board members and others
- D. Assessing industry needs
- E. Evaluating and reviewing existing programs
- F. Preparing the budget
- G. Planning of facilities
- H. Information acquisition and dissemination
- I. Various other program planning activities

2. Requesting Assistance in Program Development

In this situation, private sector representatives can serve as facilitators. Their aid in identifying and helping to access necessary resources will be critical. Their assistance at this stage can significantly ease the transition from the planning stage noted above and the actual provision of instruction noted below. The private sector can:

- A. Participate in instructor recruitment
- B. Assist with public relations efforts
- C. Help to establish youth groups
- D. Provide work stations for co-op students
- E. Engage in student recruitment, selection, and placement
- F. Initiate job creation efforts

- G. Provide work-study positions for students
- H. Participate in various other activities

3. Encouraging and Facilitating Support of Instructional Programs

In the role of a consultant for instructional activities, representatives of business/industry can assume a very dynamic role. They will be directly and indirectly involved with the learning process; they will have contact with the teaching staff and the students. Emphasis will be focused on high quality instruction, optimizing learning and improving instructional materials. Support may occur as:

- A. Internships for instructional staff to upgrade occupational skills
- B. Providing guest instructors
- C. Assistance with career fairs
- D. Preparation of curriculum materials
- E. Contracts for training by business/industry/labor
- F. Arrangements for faculty and/or student field trips
- G. "Shadowing" experiences for faculty and/or students
- H. Any of several other activities

4. Soliciting Materials and Financial Support

As benefactors of job training programs, representatives of the private sector provide or access funding, equipment, supplies, or resources which would not otherwise be available. It is expected that such support will significantly enhance the program(s) before it is requested. An identified need for assistance will ensure that unnecessary or inconsequential resources will not be sought. As a consequence, program leadership can expect that needed resources will be generated when, in fact, a legitimate need exists. Contributions might be made in the form of:

- A. Scholarships for students
- B. Donation of equipment

- C. Sponsorship of media programs
- D. Donation of material(s)
- E. Donation of supplies
- F. Funds to send teachers to professional meetings
- G. Funds to send students to contests
- H. Several other "gifts"

In summary, the private sector involvement with job training programs can be substantial and have a direct bearing on the quality of training provided. By assuming any one or more of the roles noted above, representatives of business/industry/labor can be as active as they desire. However, their involvement must be well-planned and worthy of the time and effort expended.

The CETA Delivery System

Research at The Ohio State University, Mereson Center CETA Study, *A Formative Evaluation of the Private Sector Initiative Program*, Report No. 4, July 1980, indicates that CETA prime sponsors have initiated contact with business/industry through the Private Industry Council (PIC). The primary strategies used to enhance the relationship between CETA and the private sector can be classified into two categories: (1) those that relate to program development and/or offerings; and (2) those that relate to employment generating services. Under Title VII of the CETA regulations, up to 30 percent of the available funding can be expended toward employment generating services rather than for actual job training programs per se. The following kinds of strategies were noticeable on

the part of prime sponsors to ensure private sector involvement in job training activities:

1. Giving autonomous influence to business representatives through the PIC, wherein they have the authority to expend funds, make program decisions, and evaluate programs directly
2. Appointing local, major, business leaders as chairman of the PIC, thus creating a credible relationship for the decisions of the council
3. Seeking respected, local business leaders to serve as members on the PIC, thereby establishing a prestigious, as well as credible, decision-making group
4. Working with established local business groups such as (1) National Alliance of Business groups; (2) the Chambers of Commerce; and (3) various other business groups
5. Tying private sector involvement to economic development in the form of first source agreements. For instance, city officials may agree to use their powers of zoning, etc., to induce industry to locate in the city in exchange for the promise to fill positions in non-managerial roles with CETA clients; in the case of unincorporated areas, judges or county officials could establish similar tradeoffs.

In addition, the following strategies were found to be present when prime sponsors utilized members of the private sector to facilitate employment generating activities that did not actually enroll participants:

1. Marketing Strategies

These strategies used by prime sponsors can be separated into two types: (1) those efforts that have operated according to some plan and used such approaches as advertising campaigns and organized contact drives; and (2) those efforts that could be viewed as "informal" utilization of PIC member connections.

2. Labor Market Information

These strategies were employed and usually paid for from CETA funds in order to facilitate private sector involvement and to serve the interests of the private sector. Either standard or locally analyzed labor market information was obtained, dis-

seminated, and utilized in decision-making regarding job training activities. Employer surveys were a common strategy to elicit private sector support and involvement.

3. Links to Economic Development

Private sector representatives and CETA prime sponsors both seem to share an appreciation of the importance in linking job training to economic development. This strategy can best be characterized by the activities that provide trade-off promises between potential new industries and new training programs for unemployed clientele. These strategies seek to provide coordinated job development and perhaps hold the greatest promise for CETA/private sector involvement.

4. Other Strategies

Localized strategies that do not fall into the above categories are also being utilized. These may be in the form of special legislative committees, special study groups, special strategies to consolidate the National Alliance of Business, Chamber of Commerce and other business group activities with regard to job training and economic development.

In comparing strategies used to involve the private sector in job training, it is noticeable that federal mandates and priorities which are linked to the specific legislation that provides for both CETA programs and vocational education programs influence the nature of the strategies. At the present time, there is a greater private sector linkage mandate for the CETA delivery system through the provisions of Title VII. Whereas, in the case of vocational education, the legislative mandate is still unclear with respect to the linkage with the private sector. Mandates of vocational education legislation are, instead, designed to enhance the credibility of offerings by keeping the curriculum relevant to changing economic and industrial needs. In the case of CETA, there are specific categories of funds for linkage with the private sector and in generating support services for private sector involvement.

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PART II

SURVEY OF PRIME SPONSORS
AND BALANCE OF STATE
PROGRAM CONTRACTORS

SURVEY OF PRIME SPONSORS AND BALANCE OF STATE PROGRAM CONTRACTORS

The following survey was administered to 31 CETA prime sponsors and 14 Balance of State program contractors within the State of Texas during the spring of 1981. The intent of the survey was to determine the current nature and extent of private sector involvement in CETA job training programs in Texas. Of the 45 potential respondents, feedback was received from 24 individuals (a response rate of 53%). Among the 24 responses, 18 were received from the 31 prime sponsors (a response rate of 58%); the remaining 6 responses were received from the 14 Balance of State program contractors (a response rate of 43%).

The surveys were analyzed on a statewide basis; that is, the feedback from all 24 respondents was analyzed as a total group and presented as percentages of total responses. Data were additionally analyzed in terms of prime sponsor versus Balance of State program contractor status. A quantitative presentation of the responses received from the total group and both sub-groups has been provided on the accompanying forms of the survey.* A descriptive analysis also follows.

Summary of Responses - Job Training Programs

With respect to the private sector involvement in CETA job training programs, there were definite trends to be noted even though the responses were somewhat limited. For example, it is evident that the Private Industry Councils (PICs) and Private Industry Task Forces (PITFs) are

*The quantitative summary for all 24 respondents is presented on a copy of the survey mailed to Prime Sponsors, rather than the one mailed to Balance of State program contractors.

generally involved, at least part of the time, with making decisions about, allocating resources for, and evaluating CETA job training programs. In addition, PIC members, either collectively or individually, substantially influence training programs by providing input and advice concerning various alternatives.

With respect to the organizational structure of the PIC, it seems that the chairpersons of the councils were selected for a wide variety of reasons. Apparently, experience as a chairperson of other councils/committees and a reputation as a leader within the business community were among the more prevalent reasons for such an appointment. Other members of the council were most often chosen because of the special interests they represented within the community and/or their individual reputations as business leaders.

In addition, responses indicated that even though the involvement of business groups was somewhat limited, there had been activities initiated by Chambers of Commerce, the National Alliance of Business, and others. Also, there was some indication that new businesses which were relocating had occasionally made commitments to hire CETA-eligible participants as employees.

Summary of Responses - Employment Generating Services

With regard to the various marketing strategies which might have been used to involve the private sector in CETA activities, it is apparent that most of the respondents had been involved in implementing one or more strategies. At the same time, even though certain strategies had not yet been implemented, there was some evidence that the respondents were planning, or had aspirations, to initiate some sort of campaign which had not been

tried earlier. Those strategies which seemed to have been used most often included direct contact with the employer, in person or by telephone; mailings of brochures, newsletters and/or announcements; and the use of PIC members to make direct contact with other business representatives. Other strategies which are likely to receive considerable attention in the future as viable alternatives for involving the private sector will include advertising campaigns; and workshops, seminars, and/or luncheons for private sector representatives.

Regarding the dissemination of labor market information to the business community, some effort has been expended to survey employers about their future plans/needs and generating local employment information/data. Unfortunately, considerable work remains to be done in both of these areas as well as disseminating information available from the Texas Employment Commission. Furthermore, efforts to facilitate linkages with the private sector to enhance economic development have also been somewhat limited. There have been meetings held to discuss this particular issue, and contacts have been made with businesses which have indicated an interest in hiring and training CETA clients, if and when they relocate. Finally, it was evident that the respondents have not initiated much effort with respect to other strategies which might be employed to encourage private sector involvement in CETA programs. There has been effort expended to form legislative committees to support private sector involvement, and attention has been directed to providing funds and staff to encourage economic development; but the actual implementation of such activities has been minimal according to the data gathered.

In conclusion, it appears that much work remains to be done if there is to be maximum participation by the private sector in job training efforts. Although the non-respondents may actually employ one or more of the strategies outlined in this document, there still seems to be considerable opportunity to capitalize on the interest, willingness, and expertise of private sector representatives. By being innovative and creative, many of the techniques, activities, and general strategies noted in this report can be modified to the unique needs and situations of a particular locality. Private sector involvement in job training has been identified as a priority for the future; considerable attention and effort will need to be expended in order to achieve the optimal collaboration desired.

SUMMARY OF RESPONSES FROM PRIME SPONSORS
AND BALANCE OF STATE PROGRAM CONTRACTORS
(Number of Respondents = 24)

33

SURVEY FOR PRIME SPONSORS REGARDING PRIVATE SECTOR INVOLVEMENT

This survey is intended to obtain information about the nature and extent of private sector involvement with CETA programs. The instrument is intended to organize and depict strategies that might have been used to involve the private sector in programmatic ways, and in employment generating services.

The person who most usually coordinates Title VII activities of CETA should respond to the following questions. In many instances, this will be the PIC Coordinator.

Individual prime sponsors will not be identified in the results of this survey. The information that is reported will be combined into data sets, and reported in that manner.

Job Training Programs

1. How autonomous is the PIC in your region regarding the planning of job training programs?

A. The PIC makes decisions regarding the job training programs, allocates resources, and evaluated programs.

(Please circle response)	YES	NO	SOMETIMES	(NO RESPONSE)
	(54%)	(16%)	(25%)	(5%)

B. The PIC gives input and advice to the prime sponsor about the kinds of job training programs that might be contracted under Title VII, but the prime sponsor makes final decisions.

(Please circle response)	YES	NO	SOMETIMES
	(50%)	(30%)	(20%)

2. The Chairperson of the PIC was appointed by the prime sponsor because he or she was

A. The favorite of the membership of the PIC

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(25%)	(20%)	(13%)	(41%)

B. Known to be an effective chairperson because of previous activities as a chairperson

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(34%)	(16%)	(8%)	(42%)

C. Considered to be one of the leading business persons in the community

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(42%)	(4%)	(12%)	(42%)

D. Other reason(s) _____

3. What percentage of the PIC membership were chosen by the prime sponsor because of their

- A. Diverse and unique knowledge of job training (23) %
- B. Special interests they represent in the community (46) %
- C. Respect and image as a business leader in the community (47) %
- D. Potential as an employer of CETA clients (14) %

4. What percentage of private sector involvement in CETA programs has resulted from business group involvement?

- A. (12) % has been derived from Chamber of Commerce support
- B. (2) % has been derived from National Alliance of Business
- C. (32) % has been derived from other groups such as _____

5. What results have been noticeable in linking job training and economic development with private sector involvement? Have any of the following activities occurred?

- A. New businesses have moved into the community with commitments to hire the CETA client

(Please circle response) YES NO DON'T KNOW (NO RESPONSE)
 (30%) (50%) (12%) (8%)

- B. New businesses have been identified as possibilities to move into the community

(Please circle response) YES NO DON'T KNOW (NO RESPONSE)
 (30%) (45%) (20%) (5%)

- C. Other activities have resulted such as _____

Employment Generating Services

Mark the rating that most nearly describes the stage of development of the following activities:

1. Marketing strategies to attract and involve the private sector on behalf of the CETA client:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Advertising campaign, or radio/television campaign	(20%)	(34%)	(8%)	(38%)
B. Workshops, seminars, luncheons for private sector representatives	(30%)	(20%)	(8%)	(42%)
C. Direct mailings of brochures, newsletters, or announcements to business community	(20%)	(9%)	(9%)	(62%)
D. Direct employer contact by telephone or visit	(4%)	(9%)	(8%)	(83%)
E. Use of PIC members in direct contact to other business representatives	(13%)	(17%)	(20%)	(50%)
F. Preparation of sales presentation for use by prime sponsor staff or service deliverer	(34%)	(20%)	(16%)	(30%)
G. Utilizing trade associations to interest businesses in CETA	(45%)	(13%)	(17%)	(25%)

DEFINITIONS:

"No Activity" means no discussions and no plans

"Aspirations" means discussion, but no concrete plans

"Planned" means funding allocated and time lines set

"Implemented" means activities in progress or completed

2. Providing labor market information to business community:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Disseminating standard employment service (TEC) information	(62%)	(5%)	(0%)	(33%)
B. Generating local employment information & data	(42%)	(12%)	(4%)	(42%)
C. Surveying employers about their future plans & needs	(17%)	(29%)	(13%)	(41%)

3. Linking with private sector to facilitate economic development:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Held meetings to discuss strategies that might be appropriate	(37%)	(16%)	(13%)	(34%)
B. Appointed special committee to study the problem	(67%)	(8%)	(17%)	(8%)
C. Initiated contacts with businesses that have promised to hire CETA clients when they locate	(50%)	(12%)	(8%)	(30%)
D. Producing a "fact book" for the Chamber of Commerce or similar organization for the purpose of explaining the industry/business representatives the benefits of locating in community	(67%)	(5%)	(8%)	(20%)

4. Other strategies

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Legislative committees have been formed	(95%)	(0%)	(0%)	(5%)
B. (Provided staff and funds to encourage economic development)	(87%)	(0%)	(0%)	(13%)
C. (Lobbied for private sector regulatory relief)	(91%)	(0%)	(0%)	(9%)

SURVEY FOR PRIME SPONSORS REGARDING PRIVATE SECTOR INVOLVEMENT

This survey is intended to obtain information about the nature and extent of private sector involvement with CETA programs. The instrument is intended to organize and depict strategies that might have been used to involve the private sector in programmatic ways, and in employment generating services.

The person who most usually coordinates Title VII activities of CETA should respond to the following questions. In many instances, this will be the PIC Coordinator.

Individual prime sponsors will not be identified in the results of this survey. The information that is reported will be combined into data sets, and reported in that manner.

Job Training Programs

1. How autonomous is the PIC in your region regarding the planning of job training programs?

- A. The PIC makes decisions regarding the job training programs, allocates resources, and evaluated programs.

(Please circle response)	YES	NO	SOMETIMES	(NO RESPONSE)
	(55%)	(12%)	(28%)	(5%)

- B. The PIC gives input and advice to the prime sponsor about the kinds of job training programs that might be contracted under Title VII, but the prime sponsor makes final decisions.

(Please circle response)	YES	NO	SOMETIMES	(NO RESPONSE)
	(44%)	(28%)	(28%)	(0%)

2. The Chairperson of the PIC was appointed by the prime sponsor because he or she was

- A. The favorite of the membership of the PIC

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(28%)	(16%)	(16%)	(38%)

- B. Known to be an effective chairperson because of previous activities as a chairperson

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(38%)	(12%)	(12%)	(38%)

- C. Considered to be one of the leading business persons in the community

(Please circle response)	YES	NO	MAYBE	(NO RESPONSE)
	(34%)	(0%)	(16%)	(50%)

- D. Other reason(s) _____

3. What percentage of the PIC membership were chosen by the prime sponsor because of their

- A. Diverse and unique knowledge of job training (24) %
- B. Special interests they represent in the community (40) %
- C. Respect and image as a business leader in the community (45) %
- D. Potential as an employer of CETA clients (12) %

4. What percentage of private sector involvement in CETA programs has resulted from business group involvement?

- A. (11) % has been derived from Chamber of Commerce support
- B. (3) % has been derived from National Alliance of Business
- C. (34) % has been derived from other groups such as _____
- _____
- _____

5. What results have been noticeable in linking job training and economic development with private sector involvement? Have any of the following activities occurred?

- A. New businesses have moved into the community with commitments to hire the CETA client

(Please circle response) YES NO DON'T KNOW (NO RESPONSE)

 (34%) (44%) (16%) (6%)

- B. New businesses have been identified as possibilities to move into the community

(Please circle response) YES NO DON'T KNOW (NO RESPONSE)

 (28%) (38%) (28%) (6%)

- C. Other activities have resulted such as _____
- _____
- _____
- _____
- _____
- _____

Employment Generating Services

Mark the rating that most nearly describes the stage of development of the following activities:

1. Marketing strategies to attract and involve the private sector on behalf of the CETA client:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Advertising campaign, or radio/television campaign	(22%)	(44%)	(12%)	(22%)
B. Workshops, seminars, luncheons for private sector representatives	(28%)	(22%)	(12%)	(38%)
C. Direct mailings of brochures, newsletters, or announcements to business community	(21%)	(12%)	(12%)	(55%)
D. Direct employer contact by telephone or visit	(6%)	(6%)	(6%)	(82%)
E. Use of PIC members in direct contact to other business representatives	(5%)	(12%)	(27%)	(55%)
F. Preparation of sales presentation for use by prime sponsor staff or service deliverer	(22%)	(28%)	(16%)	(34%)
G. Utilizing trade associations to interest businesses in CETA	(44%)	(12%)	(16%)	(28%)

DEFINITIONS:

"No Activity" means no discussions and no plans

"Aspirations" means discussion, but no concrete plans

"Planned" means funding allocated and time lines set

"Implemented" means activities in progress or completed

2. Providing labor market information to business community:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Disseminating standard employment service (TEC) information	(66%)	(6%)	(0%)	(28%)
B. Generating local employment information & data	(44%)	(12%)	(6%)	(38%)
C. Surveying employers about their future plans & needs	(16%)	(34%)	(6%)	(44%)

3. Linking with private sector to facilitate economic development:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Held meetings to discuss strategies that might be appropriate	(38%)	(22%)	(12%)	(28%)
B. Appointed special committee to study the problem	(60%)	(12%)	(16%)	(12%)
C. Initiated contacts with businesses that have promised to hire CETA clients when they locate	(55%)	(17%)	(0%)	(28%)
D. Producing a "fact book" for the Chamber of Commerce or similar organization for the purpose of explaining the industry/business representatives the benefits of locating in community	(71%)	(5%)	(12%)	(12%)

4. Other strategies

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Legislative committees have been formed	(100%)	(0%)	(0%)	(0%)
B. (Provided funds and staff to encourage economic development)	(88%)	(0%)	(0%)	(12%)
C. (Lobbied for private sector regulatory relief)	(94%)	(0%)	(0%)	(6%)

SUMMARY OF RESPONSES FOR BALANCE
OF STATE PROGRAM CONTRACTORS

41

(Number of Respondents = 6)

SURVEY FOR BALANCE OF STATE PROGRAM CONTRACTORS
REGARDING PRIVATE SECTOR INVOLVEMENT

This survey is intended to obtain information about the nature and extent of private sector involvement with CETA programs. The instrument is intended to organize and depict strategies that might have been used to involve the private sector in programmatic ways, and in employment generating services.

The person who most usually coordinates Title VII activities of CETA should respond to the following questions. In many instances, this will be the Title VII Coordinator.

Individual Balance of State Program Contractors will not be identified in the results of this survey. The information that is reported will be combined into data sets, and reported in that manner.

Job Training Programs

1. How autonomous is the Private Industry Task Force (PITF) -- or similar local organization that recommends uses of Title VII funds -- in your region regarding the planning of job training programs?

- A. The PITF makes decisions regarding the job training programs, allocates resources, and evaluates programs.

(Please circle response) YES NO SOMETIMES
 (50%) (34%) (16%)

- B. The PITF gives input and advice to the BOS Program Contractor and/or the Balance of State PIC about the kinds of job training programs that might be contracted under Title VII, but the Balance of State PIC makes final decisions.

(Please circle response) YES NO SOMETIMES
 (66%) (35%) (0%)

2. The Chairperson of the PITF was appointed by the BOS Program Contractor because he or she was

- A. The favorite of the membership of the PITF

(Please circle response) YES NO SOMETIMES (NO RESPONSE)
 (16%) (34%) (0%) (50%)

- B. Known to be an effective chairperson because of previous activities as a chairperson

(Please circle response) YES NO SOMETIMES (NO RESPONSE)
 (16%) (34%) (0%) (50%)

- C. Considered to be one of the leading business persons in the community

(Please circle response) YES NO SOMETIMES
 (66%) (17%) (0%) (17%)

- D. Other reason(s) _____

3. What percentage of the PITF membership were chosen by the prime sponsor because of their

- A. Diverse and unique knowledge of job training (22) %
- B. Special interests they represent in the community (62) %
- C. Respect and image as a business leader in the community (50) %
- D. Potential as an employer of CETA clients (21) %

4. What percentage of private sector involvement in CETA programs has resulted from business group involvement?

- A. (14) % has been derived from Chamber of Commerce support
- B. (0) % has been derived from National Alliance of Business
- C. (24) % has been derived from other groups such as _____

5. What results have been noticeable in linking job training and economic development with private sector involvement? Have any of the following activities occurred?

- A. New businesses have moved into the community with commitments to hire the CETA client

(Please circle response) YES NO DON'T KNOW (NO RESPONSE)
 (17%) (66%) (0%) (17%)

- B. New businesses have been identified as possibilities to move into the community

(Please circle response) YES NO DON'T KNOW
 (34%) (66%) (0%)

- C. Other activities have resulted such as _____

Employment Generating Services

Mark the rating that most nearly describes the stage of development of the following activities:

1. Marketing strategies to attract and involve the private sector on behalf of the CETA client:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Advertising campaign, or radio/television campaign	(17%)	(0%)	(0%)	(83%)
B. Workshops, seminars, luncheons for private sector representatives	(33%)	(17%)	(0%)	(50%)
C. Direct mailings of brochures, newsletters, or announcements to business community	(17%)	(0%)	(0%)	(83%)
D. Direct employer contact by telephone or visit	(0%)	(0%)	(17%)	(83%)
E. Use of the PITF members in direct contact to other business representatives	(33%)	(33%)	(0%)	(34%)
F. Preparation of sales presentation for use by Balance of State Program Contractor staff or service deliverer	(66%)	(0%)	(17%)	(17%)
G. Utilizing trade associations to interest businesses in CETA	(50%)	(16%)	(17%)	(17%)

DEFINITIONS:

"No Activity" means no discussions and no plans

"Aspirations" means discussion, but no concrete plans

"Planned" means funding allocated and time lines set

"Implemented" means activities in progress or completed

2. Providing labor market information to business community:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Disseminating standard employment service (TEC) information	(50%)	(0%)	(0%)	(50%)
B. Generating local employment information & data	(34%)	(16%)	(0%)	(50%)
C. Surveying employers about their future plans & needs	(16%)	(16%)	(34%)	(34%)

3. Linking with private sector to facilitate economic development:

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Held meetings to discuss strategies that might be appropriate	(34%)	(0%)	(16%)	(50%)
B. Appointed special committee to study the problem	(83%)	(0%)	(17%)	(0%)
C. Initiated contacts with businesses that have promised to hire CETA clients when they locate	(33%)	(0%)	(33%)	(34%)
D. Producing a "fact book" for the Chamber of Commerce or similar organization for the purpose of explaining the industry/business representatives the benefits of locating in community	(50%)	(0%)	(0%)	(50%)

4. Other strategies

	NO ACTIVITY	ASPIR- ATIONS	PLANNED	IMPLEMENTED
A. Legislative committees have been formed	(83%)	(0%)	(0%)	(17%)
B. <u>(Supported establishment of industrial park)</u>	(83%)	(0%)	(0%)	(17%)
C. <u>(Established foreign trade zone)</u>	(83%)	(0%)	(0%)	(17%)